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ABSTRACT

The special section of the journal of the National Center for Learning Disabilities, formerly, Foundation for Children with Learning Disabilities: provides a number of brief articles concerned with delinquency prevention and the learning disability/juvenile delinquency link. Titles and authors are as follows: "National Council of Juvenile and Family Court Judges"; "Some Reflections on Vulnerable Youth: Learning Disabilities and Substance Abuse" (John Sikorski); "What Lawyers Need to Know--Treatment as Part of Special Education" (Deborah Mattison); "Brooklyn Family Court Model;" "Juvenile Delinquency and Learning Disabilities--Clues for Juvenile Justice Professionals"; "Training About the LD/JD Link for New York City Probation Officers"; "Hearing from Probation" (Gretchen Rauch); "Bronx District Attorney's Educational Outreach Program" (Norman Brier and Thomas Olin); "Fordham University School of Law--Seminar on Learning Disabilities and Criminal Justice"; "New York City Police Youth Officers"; "From the Appelate Division of the Supreme Court" (Francis Murphy); and "Travels with a Judge." Also included is a listing of resources for parents of learning-disabled (LD) children, including books for parents, books for parents to share with children, high interest-low level reading books for LD children to read, fiction books about LD children, tests for LD students, books on tapes, special college entrance testing, information centers and organizations, youth service agencies, advocacy groups, toll-free numbers, organizations, and employment. (DB)

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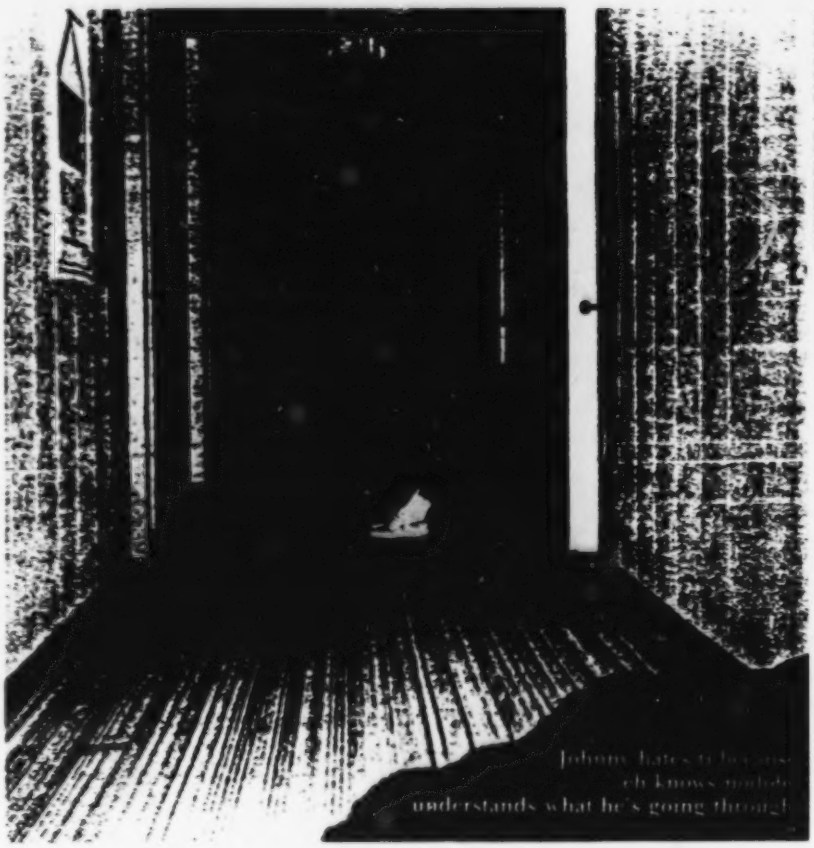
Deliquency Prevention— An Update On The LD/JD Link

The Foundation for Children With Learning Disabilities, now known as the National Center For Learning Disabilities, has become nationally recognized for public awareness efforts to educate the judiciary, attorneys and juvenile court system about the LD/JD Link (undetected learning disabilities and juvenile delinquency). In 1983 the Foundation gave the largest grant in its history, $100,000 to the Juvenile Justice System. The grant was divided among three professional organizations which could have the greatest impact on learning disabled youth-at-risk for delinquency: American Bar Association; National Council of Juvenile & Family Court Judges and Research & Development Training Institute, which develops resources for probation officers. The grantees met to design a three year national training plan to bring information on learning disabilities to local, state and national meetings of their respective professional organizations. The grantees also had a mandate to develop manuals for judges, attorneys and probation officers based on the needs demonstrated during the training sessions. It was agreed that uniform definitions would be used in the manuals, assuring that the publications would send a coordinated message about the LD/JD Link, which could be used in any Family Court.

The Foundation initiated this national training plan on a very positive and hopeful note. Data from a federal study by the Office Of Juvenile Justice & Delinquency Prevention and Association For Children With Learning Disabilities in the 1970's indicated that when an LD youth-at-risk was tested and given 60 hours of appropriate remediation, there was rarely a second offense committed. This extraordinary statistic decreasing recidivism meant that for the first time these LD youth realized that they were not "bad," "stupid" or "dumb" but they had a learning disability which had gone unrecognized. They had to be taught a different way. The LD/JD Link was also confirmed by the American Bar Association which passed a national resolution recognizing the link at their 1983 national meeting.

Their World '89 brings readers a state-of-the-art report on the extraordinary effects of educating judges, attorneys, district attorneys, probation, corrections and police officers about the hidden handicap of learning disabilities. The National Center For Learning Disabilities describes a national momentum in the juvenile and criminal court systems across the United States, for reforms to mandate testing and remediation for LD youth in schools, and, within the courts, as well. From New York City to California great strides have been made in awareness about the frustrations of adolescents and young adults, with average or above average intelligence in the juvenile and criminal court systems, who remain functionally illiterate because of undetected learning differences.



CHRISTOPHER A. RACCIOPPI

An Expanding National Network

Their World '89 is proud to identify in this report, learning disabled adults like Honorable Jeffry Gallet, New York State Family Court and Assistant District Attorney, Thomas Olin, Bronx County, N.Y. who have become partners with NCLD in an effort to bring awareness about the LD/JD Link. There are countless judges, attorneys, probation, corrections and police officers who have become part of our ever growing network. Much praise goes to members of the National Center's Professional Advisory Board who have given generously of their time, talent and expertise as trainers and speakers since 1983. These include Honorable Thomas McGee, Chief Judge, Juvenile Court, Parish of Jefferson, Louisiana and Dr. John Sikorski, Adolescent Psychiatrist and Matthew B. Bogin, Esq.

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National Council of Juvenile and Family Court Judges

"Pay me now or pay me later!"

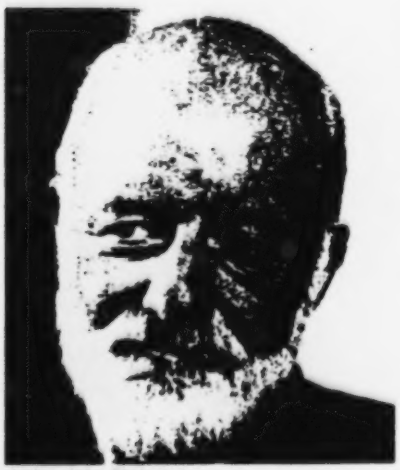
"Pay me now or pay me later!" remarked Judge Steketee on the LD/JD issue.

Judge John P. Steketee, former head of the National Council of Juvenile & Family Court Judges, made this strong statement at a Training Institute on Juvenile Justice held in Lansing, Michigan. Lansing Association of Children With Learning Disabilities (ACLD) was one of the regional sites for an institute run by Dorothy Crawford's Research & Development Training Institute with a federal grant from the Office of Juvenile Justice and Delinquency prevention.

Since 1985 the National Council of Juvenile & Family Court Judges, a grantee of Foundation For Children With Learning Disabilities (FCLD), has been a national force educating juvenile court judges and key juvenile justice practitioners about the problem of children with learning disabilities' link to delinquency and how to better serve their needs. The concerns of this professional association date back to Judge Berton V. Kramer, a pioneer advocate for LD delinquent youth. Chief Judge Thomas McGee from Jefferson Parish, Gretna, Louisiana and a member of the FCLD Professional Advisory Board, was responsible for picking up the torch from Judge Kramer and with Dr. John Sikorski delivered the message about the LD/JD Link to over 6000 juvenile court judges in the United States. Judge McGee and Dr. John Sikorski, an adolescent psychologist, also on the FCLD Professional Advisory Board, wrote the first bench book for judges on the subject of learning disabilities *"Learning Disabilities and the Juvenile Justice System."* What started as a fourteen month project on the FCLD grant has been extended for over four years. The National Council continues to provide workshops on the LD/JD LINK at its major meetings. According to Dean Louis W. McCardy at the National Council . . . "the task of educating the nation's Juvenile and Family Court Judges as well as other key professionals inthe juvenile justice system is never ending . . ."

Important sub groups within the National Council of Juvenile and Family Court Judges are two Learning Disabilities Committees. The rapid growth of these groups is a tribute to Judge Kramer's vision and the commitment of Judge McGee.

Judge Tom McGee



Judge John Steketee

Learning Disabilities Committees

Chair: Judge Virgil Costley, Covington, Georgia

Judge Robert E. Mylett, *Canton, Ohio*
Judge Berton V. Kramer, *Arlington, Virgina*
Judge Thomas P. McGee, *Gretna, Louisiana*
Robert E. Shepherd, Jr., *Richmond, Virginia*
Judge John P. Steketee, *Grand Rapids, Michigan*
Ronald D. Stephens, *Encino, California*
Judge James A. Weaver, *Muscatine, Iowa*

Chair: Judge Thomas McGee, Gretna, Louisiana

Judge James A. Weaver, *Muscatine, Iowa*
Marvin D. Anderson, *Wausau, Wisconsin*
Dr. Raymond Bell, *Bethlehem, Pennsylvania*
Judge Virgil Costley, Jr., *Covington, Georgia*
Judge Jeffry H. Gallet, *New York City, New York*
Judge Jeremiah S. Jeremiah, Jr., *Providence, Rhode Island*
Judge Berton V. Kramer, *Arlington, Virginia*
Judge Frank G. Lavrich, *Chardon, Ohio*
Judge Jean L. Lewis, *Portland, Oregon*
Dr. Jamshid Marvasti, A.T., *Manchester, Connecticut*
Janet McNutt, *Bryan, Texas*
Lynn T. Wills, *Fort Worth, Texas*

Note: Refer to the *Resourceful Parents List* for information about these publications: *"Manual for Attorneys — Representing Learning Disabled Children"* and *"Learning Disabilities and the Juvenile Justice System"* — the bench book for judges.

Some Reflections on Vulnerable Youth: Learning Disabilities and Substance Abuse

by John B. Sikorski, M.D.

. . . . *"substance abuse—a significant factor to 60 to 90% of all cases referred to Juvenile and Family Court."*

CHRISTOPHER A. RACCIOPPI

Johnny can easily accept the fact that he can't think straight.

During the past twenty-five years, we have witnessed the development of "learning disabilities" as a concept to describe and understand significant aspects of various academic learning styles and difficulties, as well as the behavioral adaptation patterns of an increasing number of our children, youth and adults.

When public law 94-142 was implemented in 1976, it was estimated that 2% of the school age population would be served in special education programs in public schools for children designated as learning disabled. By the school year 1985-86, this percentage has increased to 4.7%, or approximately 2.1 million public school age youngsters served in the programs for the learning disabled.

This figure does not include, because no reliable data are available, the numbers or percentage of the learning disabled among the approximately 12 million students in private schools in this country.

Reliable studies indicate that five to eighteen percent of the current school age population are effected. Parents, educational and clinical professionals, and the effected individuals themselves, express concern about the causes, symptomatic manifestations and consequences of the learning disability phenomenon.

Identifying Risk Factors

The past decade has seen an increase in school district and community agency efforts toward identifying the vulnerabilities and the risk factors, as well as the development of a wide variety of intervention programs to impact on the down stream consequences which many learning disabled youngsters may experience. In addition to the remedial academic focus, many such programs are designed to develop social and interpersonal skills, as well as special abilities and talents, which in turn impact on the self-esteem, sense of competence, and peer and authority relationships which may be problematic for many learning disabled youngsters.

Epidemiological as well as longitudinal studies during this past decade tend to confirm the individual and anecdotal experience of many concerned parents and professionals that learning disabled youth are at risk for the development of concomitant and subsequent psychological and social problems. These problems may range from a sense of isolation and depression, behavioral and conduct disorders, alcohol and drug abuse, involvement with the Juvenile Court because of delinquent behavior, as well as risk for truancy, school drop out and underemployability.

It must be emphasized that the learning disabled youth's risk for subsequent emotional and behavioral problems is not causally determined by the learning disability, but rather may be an increased statistical probability for its development in any given case—a risk factor.

Being At The Wrong Place At The Wrong Time

The vulnerability of a specific adolescent to manifest any of these risk factors may be increased by fortuitous circumstances, i.e., being at the wrong place at the wrong time, or by adverse environmental conditions, i.e., the epidemic of alcohol and drug abuse sweeping the homes, schools and neighborhoods of every strata and group of our contemporary society.

Family Influence

The extent and severity of this substance abuse epidemic and its impact on the vulnerable and at risk individuals, as well as society, was highlighted by the 1988 report of the White House Conference for a Drug-Free America. Its impact on families and the community was underscored by the National Council Of Juvenile and Family Court Judges in its recent publication *"Drugs—The American Family In Crisis: 39 Recommendations."* After reviewing the startling increase in substance abuse among the general population, the National Council estimated that substance abuse was a significant factor in 60 to 90% of all cases referred to their courts. Concerning the risk to youth,

the publication states that:

> *The major factors that lead youth into substance abuse are heavily influenced by the family. When the family is functioning effectively, these risks are reduced. When it is dysfunctional, they are greatly increased. A family history of alcoholism; family management problems; early child antisocial behavior; parental drug use and tolerant attitudes toward use; child failure in formal schooling; and alienation from society are some of the risk factors largely attributable to family environment. When present to any appreciable degree, they are precursors of child substance abuse.*

In addition to family and environmental factors, the learning disabled youth may show an increased vulnerability because of their accumulated information processing and skill deficits, along with variable self-esteem and peer interaction problems. These factors make it more stressful and difficult to cope with the "normal" demands and expectations of contemporary adolescent transitions, let alone provide for the confidence and security which may be required to resist the peer pressure for the substance abusing experience.

There is no clear evidence that having a learning disability will cause a given youth to become a substance abuser. Further, there is no reliable medical evidence that a learning disabled child who may be appropriately treated for concomitant attention deficit disorder/hyperactivity with Ritalin or other appropriately prescribed medications necessarily has a higher risk for substance abuse.

Identification With A Caring Adult

Rather, the thrust of recent longitudinal studies indicates that vulnerable children with various combinations of learning disabilities, attention deficits/hyperactivity disorders, may be more successfully treated with multimodality programs. Such individualized comprehensive treatment programs may include special education, individual psychotherapy and/or family management and counseling and, where appropriate, specific prescription medication.

The outcome data from these individualized multimodality studies, particularly where a prosocial bonding or identification with a caring teacher or other adult professional occurs, indicates that the risk of subsequent conduct disorder, delinquency and school failure can be significantly diminished.

Herein lies the hope and direction for future programming . . . but it will require commitment and cost by all of us.

Editor's Note: *John B. Sikorski, M.D. is an adolescent psychologist and a member of the FCLD Professional Advisory Board. Dr. Sikorski frequently testifies in Juvenile Court about the LD/JD LINK (undetected learning disabilities and juvenile delinquency). Working in cooperation with Chief Juvenile Judge Thomas McGee, also a member of the FCLD Professional Advisory Board, these two advocates for LD youth-at-risk have trained thousands of Juvenile and Family Court Judges about the LD/JD Link.*

What Lawyers Need To Know—

Treatment As Part of Special Education

by Deborah A. Mattison, Esq.

"A school district does NOT meet its responsibility when it merely states to a parent that he or she should seek counseling or residential placement elsewhere."

One issue that often arises involving special education law is whether mental health services are available to a student as part of his or her educational plan. Is a school district ever financially liable for counseling or residential placement, and if so, under what circumstances?

The Education of the Handicapped Act (EHA) clearly requires a school district to pay for either counseling or residential placement if it is a related service. This rule applies to all students regardless of their special education label. 20 USC 1400 *et seq.*

Under the EHA, the term related service is not limited to a specific list of services, but includes *any* service if it is necessary to help a student benefit from his or her special education program. 34 CFR 300.13.

CHRISTOPHER A. RACCIOPPI

The Law Gives Specific Examples

Although the meaning of related service is open-ended, the law does give specific examples of services that are available to special education students. For example, counseling services, including parent training, must be provided by a school district at no cost to the parent, if it is required to assist a handicapped child in benefitting from his or her special education placement. As numerous courts have found, the definition of related service includes psychological services. *Papacoda* v *State of Connecticut*, 1981-82 EHLR Dec. 552:495 (D CT 1981).

Federal law specifically states that some students' education may require a 24-hour structured placement. In those cases, the local school district is liable for all non-medical services, including room and board. 34 CFR 300.302. Courts have found that a residential placement may be considered a related service, if it is necessary to enable a student to benefit from his or her education.

Other courts that have examined the issue of residential placement have considered whether a student's emotional needs can be separated from his or her educational needs. In the case of *North* v *District of Columbia Board of Education*, 1979-82 EHLR Dec. 551:157 (D DC, 1979), the court decided that when student's social, medical and educational needs are so intertwined that they cannot be separated, a school district must pay for any required residential placement.

Given these principles, can a district meet its duty to provide counseling or residential placement by referring a student to another program? Must the district either provide the service itself or fund it?

A Free, Appropriate Public Education

One of the most significant features of the law is the requirement that the Department of Education or local school district assure that all educational programs, including those administered by other state or local agencies, will provide student's with a free appropriate public education. This part of the law was included so that a single line of responsibility exists to ensure that no individual is denied an education. Courts interpreting these regulations have concluded that they require school districts to be responsible for making certain, that *all* programs and related services which a student requires are actually provided. This is true even if the school district is not directly providing or paying for the service, such as when parents use their insurance benefits.

When referring a student to a particular service, a school district must provide an appropriate program by taking steps to coordinate the placement and to assume any necessary financial responsibility. A school district does *not* meet its responsibility when it merely states to a parent that he or she should seek counseling or residential placement elsewhere.

School Districts Retain Ultimate Responsibility

When attending Individualized Educational Planning Committee meetings (IEPCs), parents should be careful if a student will be receiving services from another agency or program. For example, if therapy can be provided by the local mental health center at no charge to the parents, it is permissible to state on the Individual Education Plan (IEP) that the district is referring the student for counseling; but the parents should insist that that responsibility and assume liability, if that becomes necessary. Finally, when parents use insurance benefits to pay for a service, the school district is responsible for paying for any deductible costs and for ensuring that parents do not use benefits which have non-renewable limits.

In closing, it is possible to secure treatment or residential programming for a special education student. To accomplish this goal it is necessary to demonstrate that the service is required to assist the student in benefitting from his or her educational program.

Editor's Note: *Portions of this article have been taken from the* Exchange, *quarterly newsletter of Michigan Protection and Advocacy Service.*

Deborah Ann Mattison is Division Director Monitoring and Direct Representation/ Legal Services Division—Michigan Protection and Advocacy Service, Inc. Deborah is a recognized legal specialist and advocate for education rights of handicapped juveniles and adults.

Brooklyn Family Court Model

". . . . Learning disabled children are not able to get important social messages. When being interviewed by the Family Court Judge they often play with their keys—or—look away. They withdraw or give inappropriate responses."

Dr. Rhianon Allen, Psychologist—Long Island University
Project Director of the FCLD Brooklyn, New York Family Court Model

A model program testing and remediating youth in Brooklyn Family Court for learning disabilities, now in the second year, was designed by the Foundation For Children With Learning Disabilities with a grant from Chase Manhattan Bank. The project shows that approximately 45% of youth have undetected learning disabilities, and 13% were

unrecognized in school. Project Director, Dr. Rhianon Allen, affiliated with the Brooklyn Campus for Long Island University cites the frustration of school failure as a frequent cause for truancy. Further, Dr. Allen says there are an insufficient number of local community agencies in the vicinity of Brooklyn Family Court to which LD youth can be referred for remediation.

An important feature of the model is identification of reasons why LD youth fall through the cracks of the school and court systems. In many cases, parents do not understand learning disabilities—and—feel the young person is slow or not trying to learn. The model project alsocooperates with the Family Court diversion plan for P.I.N.S.—persons in need of supervision. Dr. Allen's project depends heavily on referrals and services of probation officers and in that process has, identified a need for probationand corrections officers to understand the warning signs which point to a possible learning problem. The model project has attempted to bring schools and courts together to improve services to LD youth-at-risk for delinquency in Brooklyn. Chase Manhattan Banks hopes the project can become institutionalized in every Family Court in New York City.

Juvenile Delinquency & Learning Disabilities

Clues for Juvenile Justice Professionals

Who Are The Learning Disabled?

It is estimated that up to 10 million school-age children have learning disabilities. These youths have difficulty in processing and understanding spoken, written or visual information. Such a child, for example, may write backwards, be unable to tell time, or reverse words when reading. Learning disabled youths may also have problems socially—observing less around them, exhibiting immaturity, having trouble getting along with others, and not learning easily from experience. In a group, they are the followers rather than the leaders.

What Is The Link Between Learning Disabilities And Juvenile Delinquency?

These learning problems may put an LD youth suspected of a delinquent act in great jeopardy in the juvenile justice system. Research indicates these youth are more likely to get caught by the authorities than their non-LD counterparts. An LD youth may not be able to tell his or her story logically, answer questions correctly, or follow instructions promptly. Officers or court personnel may believe the youth is being obstinate or "acting smart."

A recent study has shown that learning disabled youths are more than twice as likely to be judged delinquent by the courts than non-LD youths. For the same offenses, LD youths have higher rates of arrests and adjudication. According to the study, 32% of boys ruled delinquent by the courts had learning disabilities.

Juvenile justice professionals should learn to identify learning disabled youths and then assist them by providing procedures and services tailored for their special needs.

What Should You Look For?

Here are some questions to ask yourself, the officer on the scene, and the youth's parents.

Does the youth have:

- **A short attention span:** Forgetful and easily distracted?
- **Difficulty in following directions:** Loses track of spoken instructions after the first few words or sentences?
- **Trouble vocalizing a word** until someone says it for him or her?
- **Poor reading ability:** Reverses letters or words, leaves words out entirely?
- **Poor eye-hand coordination** especially in writing or drawing?
- **A quick temper:** Easily irritated?
- **A tendency to be impulsive,** to act without careful thought?

Is the youth:

- **Disorganized:** Can't find his or her place in line, loses belongings, does not know his address or phone number?
- **Clumsy** or accident prone?
- **Extremely overactive or underactive?**

If an adolescent exhibits a pattern of these characteristics, he or she may have a learning disability. This should be investigated by either medical or trained clinical staff members.

What Can You Do?

Many times adolescents with learning disabilities cannot cope with regular juvenile court procedures. Changes such as the following, recommended by court personnel and LD specialists, would be invaluable in helping these youths:

- Check with the school to see if the youth has been diagnosed as having a learning disability.
- Work with youths in a setting as free of distraction as possible.
- Revise forms for intake officers asking them to look for signs of learning disabilities—clumsiness, confusion, disorganization—in youths involved in court proceedings.
- Design treatment plans that are individualized and highly structured for LD youths. Work in short 20-minute time frames.
- Present learning materials several different ways, through hearing, sight and touch.
- Give parents opportunities to help.
- Provide in-service training on learning disabilities—what to look for and what to do—for all juvenile justice staff.

Can The Link Between Learning Disabilities And Delinquency Be Broken?

Learning disabilities have been found to contribute to delinquency through school failure. A remediation program, designed by the Association for Children and Adults with Learning Disabilities (ACLD), to improve academic achievement and reduce delinquent activity, has been tested. LD youths received individual instruction in the area of their greatest academic deficiency.

The study found that after at least 55 hours of remediation, academic achievement improved dramatically. However, after only 35 hours of instruction delinquent activity fell abruptly. There was some evidence this was due to the caring relationship developed between the adolescent and the learning disability specialist.

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Training About The LD/JD Link for New York City Probation Officers

As a direct result of the model project in Brooklyn Family Court, the Foundation For Children With Learning Disabilities (FCLD) realized the importance of training probation officers to recognize learning disabilities and the relationship to delinquency. A grant to FCLD from the Fan Fox and Leslie R. Samuels Foundation, Inc. made it possible to provide three half-days of training on the LD/JD Link to one hundred forty probation officers and supervisors in New York City. The participants were welcomed by New York State Commissioner of Probation and Correctional Alternatives Edmund B. Wutzer. Held in the World Trade Center in New York City, the course included talks by experts who explained the neurological origins of LD, and stimulation exercises which made the trainees experience how it feels to be learning disabled. The Probation Officers received an overview of the assessment process and various tests used to identify learning differences were described. The final session addressed coordination of probation officers with the New York City School System, Division For Youth, Office of Mental Health and the Department of Juvenile Justice. The training offered a first-hand opportunity for probation officers to present their concerns to educators and preventive services providers. A final product of the Probation Training will be publication of a manual listing borough-by-borough community agencies which have appropriate services for LD youth in New York City. The consultant firm which designed the training course is Fagin, Nuzum, Sauer & Associates.

Probation Officers' Training Course on the LD/JD Link.

Hearing from Probation

by Gretchen L. Rauch
Assistant Commissioner For Family Services
New York City Department of Probation

. . . *"putting fingers in the dike."*

The job of the Probation Officer is something like "putting fingers in the dike" to prevent a flood. Throughout the country, from Los Angeles to New York, probation departments are struggling to combat juvenile crime. The youngsters who come before the court may be abusing drugs, they may be neglected or they may be suffering from mental illness. Commonly, they are experiencing school failure. Most of the time we operate on the hope that we can build up a child's resources so that he/she will not commit future crimes.

For most of my 21 years with the Department of Probation, I thought that learning disabilities affected only the child's school performance. I was not aware of the effect of learning disabilities on behavior, including criminal behavior, until last year

Gretchen Rauch, Assistant Commissioner for Family Services, New York City Department of Probation (right), speaking with a participant in an FCLD training course on learning disabilities.

when I became involved with Foundation For Children With Learning Disabilities. The Foundation has provided the New York City Probation Officers with a new perspective. We are now equipped to understand and help the children who come before the court.

There is much that can be done to help LD youth in every city if we can coordinate services for these kids with all the agencies which touch their lives. The training for probation officers and the Brooklyn Family Court model have given New York City Probation Officers the tools they need to advocate for LD youth in schools, the court and the community.

Bronx District Attorney's Educational Outreach Program

by Norman Brier, Ph.D. and Thomas Olin, Esq.

. . . an alternative to "facing charges"

An outgrowth of efforts by the late Bronx District Attorney Mario Merola, The Opportunity Center attempts to divert learning disabled, first-time defendants away from a criminal path. The Center is a joint endeavor of Albert Einstein College of Medicine and the District Attorney's Office of Bronx County. Defendants suspected of being learning disabled are referred by legal aid lawyers, assistant district attorneys and judges to be screened. The screening tool utilized is the Developmental Disability Screening. It is a criterion reference measure which takes about 30 minutes to administer. It has proven to be highly discriminating in several pilot studies. If the individual appears to be at high risk for a learning disability, based on the screening, and accepts the offer to participate in 200 hours of treatment as an alternative to "facing his charges," he enters the Program. If he successfully completes the Program, his charges are "sealed." He no longer has a criminal record.

The Program is comprised of a diagnostic and a treatment phase. During the latter, educational, psychological and vocational interventions are offered, specifically designed to effect the risk doctors believed to be critical to the Learning Disabled Defender Link.

To date, approximately 100 defendants have been treated. Preliminary results are promising. Recidivism rates have been low relative to untreated, comparable population and significant gains have been demonstrated in academic achievement, particularly in reading.

Thomas G. Olin Esq. (far right), Director of the Outreach Program at the Bronx District Attorney's Office, pictured at the Fordham Law School Seminar on Learning Disabilities. Edmund B. Wutzer (left), New York State Director of Probation and Correctional Alternatives, was a speaker at the seminar.

Editor's Note: *For more information, contact Thomas Olin, Esq., at the Bronx District Attorney's Office (212) 590-2530 or Norman Brier, Ph.D. at Albert Einstein College of Medicine (212) 430-2444.*

Fordham University School of Law—Seminar on Learning Disabilities And Criminal Justice

Fordham University School of Law in New York City hosted the second seminar on learning disabilities co-sponsored by the Bronx County District Attorney's Office, Foundation For Children With Learning Disabilities, Association of Family Court Judges of the State of New York and Rogers & Wells, on October 25, 1988.

Practical Approaches To Sentencing and Dispositional Hearings

Attended by judges, attorneys, district attorneys, probation officers and law students, the seminar focused on practical approaches to sentencing and dispositional hearings. The role of the Court in design of special solutions to the problems of learning disabled youth and adults was addressed by Honorable Jeffry H. Gallet, a New York State Family Court Judge, Honorable Edmund B. Wutzer, Director of New York State Division of Probation & Correctional Alternatives, described Probation's role implementing special programs for LD offenders, Honorable Paul T. Gentile, District Attorney, Bronx County, gave the District Attorney's approach to alternative sentencing and described the Outreach Program for LD first-time adult offenders designed by the Bronx District Attorney's Office and directed by Assistant District Attorney, Thomas Olin.

The Honorable Daniel Patrick Moynihan, Senior United States Senator from New York State, spoke about the federal government's approach to finding solutions for LD youth and adults in the juvenile and criminal justice systems. Senator Moynihan has introduced a Bill to the United States Congress which would assign federal funds to District Attorney's offices for testing and remediation of LD adult offenders. Dr. Betty Osman, Chair of the FCLD Professional Advisory Board, represented the Foundation on the panel and served as moderator for a question period with audience participation.

The seminar was dedicated to the memory of the late Bronx County District Attorney, Mario Merola, who initiated the Outreach Program. Former District Attorney Merola had participated in the first seminar on learning disabilities held in 1987 at Brooklyn Law School.

LESLIE G. McFARLANE PHOTOS

Honorable Jeffry Gallet pictured speaking at the Fordham Law School Seminar. On his right, the panelists—Edmund D. Wutzer, New York State Director of Probation and Correctional Alternatives; Dr. Betty Osman, Chair of the FCLD Professional Advisory Board and District Attorney Paul T. Gentile.

Senator Moynihan discusses the needs of the learning disabled at the Fordham Law School Seminar.

1988-89 FCLD Grants Related To The LD/JD Link
Sentenced To Read — Sentenced To Literacy

The current grantmaking program of Foundation For Children With Learning Disabilities includes two model programs assisting learning disabled juvenile delinquents in Moorehead, Kentucky and in Newport News, Virginia. "Sentenced To Read" was the national award winning project in 1988 recognized by the National Council of Juvenile & Family Court Judges. Developed by C. J. Bailey, the model is a successful alternative to detention program, teaching reading and job readiness skills. FCLD added a special component for design of a screening instrument to test for learning disabilities and to provide the appropriate remediation for LD youth identified in Family Court.

Juvenile and Domestic Relations Court Judge Robert Yacobi in the Seventh District Court Service Unit, Newport News, Virginia, has adamantly expressed concern for the level of literacy of youth he intends to help. "I will sentence them to literacy," said Judge Yacobi. The FCLD two year grant provides screening for LD, and recruitment and training of special volunteer tutors from Laubach Literacy in collaboration with the Voluntary Action Center and the Peninsula Literacy Council. The youth on probation "sentenced" to literacy and their parents must evidence willingness to attend the tutoring sessions on a regular basis so that their literacy skills are raised to a functional level.

New York City Police Youth Officers

"If I were a cop for a day, I'd arrest all the drug dealers . . ."

Youth Officers from every one of the seventy-five New York City Police Precincts, participated in a workshop on the LD/JD LINK as part of their in-service training day in November 1988, sponsored by the Foundation For Children With Learning Disabilities. The workshop took place during the same month New York City Probation Officers received training about learning disabilities so that coordinated services could be provided for families and youth.

Julie Gilligan, Ph.D. on the Foundation staff, discussed the neurological origin of LD and informed the participants about the FCLD efforts in delinquency prevention. Kay Frank, Education Director of *Student Advocacy, Inc.* in Westchester County, N.Y., described similar training she had done with the police in Westchester and Rockland Counties, explaining the role of the youth officer in detecting early warning signs that a young person might have a learning disability. Next, Kay used simulation exercises with participation of the audience, so they could experience what it feels like to be learning disabled. Gretchen Rauch, Assistant Commissioner For Family Services, New York City Department of Probation, described the probation officer's role with LD youth-at-risk, emphasizing the fact that a probation officer could request that a youth be tested for LD and receive remediation as part of the disposition established by the Family Court. Gretchen emphasized the need for cooperation among police officers and probation officers on behalf of LD youth in New York City.

HAROLD HECHLER PHOTOS

New York City Police Youth Officers training session on the LD/JD Link.

If I Could De Someone Else For Twenty Four Hours

I would be a cop in NEW YOURK CITY BECAUSE I KNOW WH BAD PEOPLE DO ALL THE BAD THING IN THE BRONX. A lot of people do bad thing and get away with it. I wish my twenty/four hour dream. come true and i woulb have all the bad people in the bronx in check with the law. But for naw i have to stay out of trouble my self with the law If i were a cop for a day id also arrest all the drug dealers in new york State without thinking about it twice.

By a student in a New York City, Department of Probation Alternative to Detention Center.

From The Appelate Division Of The Supreme Court

by Hon. Francis T. Murphy
Presiding Justice
Appellate Division, First Department
Supreme Court of the State of New York

". . . . hope for the future rather than a future without hope."

The Appellate Division of the Supreme Court in New York has the responsibility to provide competent attorneys to represent juveniles charged with delinquency. Training programs are conducted to improve the skills of these attorneys and methods are sought to rehabilitate the delinquent child.

Over a third of the children-adjudicated delinquents suffer from a learning disability. Yet, as a judge, I can recall not a single instance where the child's learning disability has been raised as an issue on appeal. If there is a correlation between a child's learning disability and his delinquency, it would follow that it is an issue that ought to be considered at disposition, and later on appeal. We have, therefore, formed a committee to develop a training program to make Family Court attorneys more sensitive to the issue. By providing this training, we can meet our obligations and simultaneously open a new world to the children who bear this most difficult problem which isolates them from society. By recognizing their problem and treating it, we can offer these children hope for the future, rather than a future without hope.

Honorable Francis T. Murphy.

Travels With A Judge

"The juvenile justice field has moved from ignorance about what it means to be learning disabled to an openness for remedial programs to assist juvenile and adult offenders with LD."

Judge Jeffry Gallet

New York State Family Court Judge Jeffry Gallet described his experiences growing up with undetected learning disabilities in the 1986 issue of *Their World*. Since that time he has been a popular speaker on behalf of learning disabled youth caught up in the juvenile and criminal justice systems. Judge Gallet designed the Foundation For Children With Learning Disabilities (FCLD) model project in Brooklyn, N.Y. Family Court and has been an important part of the Foundation's national public awareness about the LD/JD Link, giving interviews on radio, television and for the press.

Judge Gallet was invited by the Orange County Orton Dyslexia Society in California, to be a speaker on the LD/JD Link and to offer suggestions about the new Orange County Orton-sponsored model program, designed to test, counsel and follow up on the progress of juvenile offenders. According to Ken Kunkel, at Orange County Orton, . . . "Judge Gallet gave us the courage to pursue the literacy project with the Juvenile Justice Department. He was also able to develop important contacts in Southern California such as Dr. James Swanson of the University of California, Irvine, and Steve Simpson, Coordinator Special Services for Juvenile Court Schools, now serving as consultants for design of the screening instruments. Dr. Swanson has been a presentor at the National Conference on Learning Disabilities held in Washington D.C., co-sponsored by FCLD and the National Institute of Health."

Honorable Jeffry Gallet.

Another program in California which Judge Gallet encouraged will take place at the Marine Corps Brig at Camp Pendleton. The Orange County Branch of Orton plans to develop assessment and instructional strategies for prisoners with undetected learning disabilities.

When Judge Gallet was asked to comment on the national public awareness of the LD/JD Link he stated:

. . . *"The juvenile justice field has moved from ignorance about what it means to have a learning disability to an openness for remedial programs to assist juvenile and adult offenders with LD"* . . . *"Organizations like the National Center For Learning Disabilities (NCLD), formerly known as FCLD, the Orton Dyslexia Society, National Correctional Society, Association For Children With Learning Disabilities (ACLD), American Bar Association, National Council of Juvenileand Family Court Judges must continue networking on behalf of LD youth. Extraordinary advances have occurred since 1983 but there are areas in the United States where LD is unrecognized and hundreds of young people are lost in the cracks between the schools and the courts. Testing must be mandated across the board! Every juvenile delinquent in the country must be tested and there must be a specific remedial plan as part of any dispositional order for an LD child . . ."*

THEIR WORLD Magazine Resourceful Parents' List 1989

by Donna Goldberg

Editor's Note: *FCLD thanks Donna for her caring research on this year's Resourceful Parents List. Donna is a librarian at the Dalton School in New York City—and the mother of an eleven-year-old LD son.*

Message For Parents

Time spent with your LD child should be "fun" time. You are not the teacher or the tutor. If possible, read to your child each day. Even if children do not seem to be paying attention—they are absorbing vocabulary, concepts and sequencing skills. Books open the door to the world around them.

A good alternative in today's busy world is books on tapes—available free from your public library.

Much of what passed my desk as a children's librarian this year were books written for teachers.

The *Resourceful Parents List* in this issue of *Their World* suggests publications, information and books geared to parent and child.

Books for Parents

Learning Disabilities: A family Affair, Osman, Betty B. (New York, NY: Random House, 1979).

No One to Play With: The Social Side of Learning Disabilities, Osman, Betty B., in association with Henriette Blinder (New York, NY: Random House, 1982). (Dr. Osman's books are now translated into Spanish. Contact Random House).

Developmental Variation and Learning Disorders, Levine, Melvin D., M.D., Educators Publishing Services, Inc., Cambridge, MA, 1987.

The Powerful Parent: A Child Advocacy Handbook, Gottesman, David M. (Norwalk, CT: Appleton-Century-Crofts, 1982).

Square Pegs Round Holes—The Learning Disabled Child in the classroom and at home, Levy, Harold B., M.D., Little, Brown & Co., 1973. Elementary grades.

The Misunderstood Child—A Guide for Parents of Learning Disabled Children, Silver, Larry B. (New York, NY: McGraw-Hill Book Company, 1984).

No Easy Answers, The Learning Disabled Child At Home and At School, Smith, Sally L., Bantam (paperback), 1981.

The Learning Disabled Child: Ways that Parents Can Help, Stevens, Suzanne H. (Winston-Salem, NC: John F. Blair, 1980).

Reading, Writing and Rage, Ungerleider, Dorothy (Rolling Hills, CA: Jalmar Press, 1985).

Your Hyperactive Child: A Parent's Guide to Dealing with Attention Deficit Disorder, Ingersoll, Barbara, Ph.D., Doubleday, 1988.

•*Something's Wrong With My Child* (paperback) by Milton Brutlen, Ph.D., Sylvia O. Richardson, M.D. and Charles Mangel. Harcourt, Brace, Jovanovich, Publisher—San Diego—New York—London, 1979.

"Smart Kids with School Problems: Things to Know and Ways to Help." Vail, Priscilla L., Dutton, 1987. Elementary grades.

"Your Child in School." Sobol, Thomas and Harriett, grades K-2, 3-5, Arbor House Publisher, 1986-1987 (sections on learning disabled children).

•*A Parents and Teachers Guide to Activities which Interest and Instruct Youngsters*, Weiss, Helen and Martin (Great Barrington, MA: Treehouse Assoc., 1981).

•*A Survival Manual: Case Studies and Suggestions for the L.D. Teenager*, Weiss, Helen and Martin (Great Barrington, MA: Treehouse Assoc., 1976).

•*Out of Print, try public library.*

Appendices

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT—PUBLIC LAW 94-142

This revolutionary public law was enacted on November 29, 1975. It contains extensive amendments—some of which are the following.

1. To assure that all handicapped children have available to them a free appropriate public education.

2. To assure that the rights of handicapped children and their parents are protected.

3. To assist state and local public education systems in providing for the education of handicapped children.

4. To assess and assure the effectiveness of efforts to educate handicapped children.

This Act guarantees "that all handicapped children have available to them . . . a free appropriate education which emphasizes special education and related services designed to meet their unique needs." The law now requires that the school provide a suitable education at public expense. It also mandates that the public educational system must inform a parent of the procedures (termed due process) that he or she can follow to win such education under the law.

When a parent initiates a request for special help for his or her child, the school psychologist and/or assessment team conducts an evaluation. The law requires that a child's present level of performance be identified, that goals and objectives be set on the basis of assessed needs, and that services be provided in a setting designed to meet those needs.

EARLY CHILDHOOD INTERVENTION AND PUBLIC LAW 99-457

Provides greater incentives to states to serve handicapped children aged 3 to 5. Part H addresses needs of handicapped infants and toddlers from birth through two years of age and their families.

Books for Parents to Share with Children

Dyslexia by Christopher A. Raccioppi. A moving photo essay by a teenager who is learning disabled. Write for ordering information to RMR Educatidnal Consultation, 124 Washington Street, Tappan, NY 10983.

I Can Play the Piano! Lengel, Joan Kanner (For children who cannot read). *Elementary Piano for One Hand*, Riccardi and Vella. (Both available from: The Boston Music Co., 116-122 Boylston St., Boston, MA 12116).

Special Recipes For Special People and *More Special Recipes* by David Lurio. Teach cooking to those who cannot read. Write to: Skylight Press, 3603 Hamilton Street, Philadelphia, PA 19104.

Playing With Words, Golick, Margie, Ph.D., Pembroke Publishers, Ltd., Ontario, Canada 1987.

Reading, Writing and Rummy. Card games to develop language and social skills, number concepts. Golick, Margie, Ph.D., Pembroke Publishers, Ltd., Ontario, Canada, 1986.

Life's Dilemmas–a social skills program in game format designed to help transition from high school to LD adult self-help groups. For info phone (614) 488-4972.

High-Low Level Reading Books For LD Children to Read

Available in book stores or on request from public libraries.

Step Into Reading Books
Easy vocabulary—very large type—three progressive levels. Young readers—Grades 1-3. Random House, NY—example: *Deputy Dan Gets His Man.*

Cam Johnson A mystery series by David Adler. Grades 2-5. Dell Publishing.

Step Up Adventure
A series of easy-to-read classics. Large type. Grades 3-6. Random House—examples: *Mysteries of Sherlock Holmes, Dr. Jeckyll and Mr. Hyde.*

Box Car Adventures
Mystery Series by Gertrude Warner. Grades 2-5.

Kids of Polk Street Series
By Patricia Reilly Giff. Grades 2-5. Also, *Polka Dot Private Eye Series*—example: *The Powder Puff Mystery.* Dell Young Yearling Books.

Margaret Sharmet. Author—example: *"How to Have a Gorgeous Wedding"* Young adult.

World War II Resistance Stories—short stories. Laura Leaf Books by Dell Publishing. Young adult.

Landmarks in American History—nonfiction. examples: *The American Revolution, The Landing of the Pilgrims.* Random House.

Marilyn Sachs—author, example: *Beach Towels.* Young adult.

Fiction Books About LD Children

Lasker, Joe—*He's My Brother.* Albert Whilman, 1974. Beginning readers–elementary.

Krans, Robert—*Leo, the Late Bloomer.* Windmill Books, 1971. Beginner reader—a picture book.

Lewis, Marjorie—*Wrongway Applebaum.* Coward, 1985. Grades 2-5.

Janover, Caroline, *Josh—A Boy with Dyslexia.* Waterfront Books, 1988. Grades 3-7.

Gilson, Jamie—*Do Bananas Chew Gum?* Lathrop, 1980. Grades 4-8.

Greenwald, Sheila—*Will the Real Gertrude Hollings Please Stand Up?* Atlantic Little, 1983. Grades 4-8.

Cassedy, Sylvia, *M.E., and Morton,* Publisher Thomas Y. Crowell, N.Y. 1987.

Books on Tapes

"Go to local public libraries and inquire about Library of Congress services for the Blind and physically handicapped since LD resources are included under this service. Books on tapes are available for children and adults . . ."

Recording for the Blind—The Anne T. MacDonald Center, 20 Roszel Road, Princeton, NJ 08540. (609) 452-0606. Text books on tapes.

NYS Education Department—Library for the Blind—Cultural Education Center, Visually handicapped, Empire State Plaza, Albany, NY 12230, (518) 474-5935.

Talking Book Service—NY Public Library, (212) 925-1011.

Tests for LD Students

Princeton, NJ—E.T.S. has announced special administration of college and graduate admission tests for individuals with visual, physical, hearing or learning disabilities. The tests included are the SAT (Scholastic Aptitude Test) and GRE (Graduate Record Exam) and the GMAT (Graduate Management Admissions Test). These tests are offered in four versions: *braille, large type, cassette* and *regular type.* Additional accommodations may include a reader, amanuensis, interpreter, additional time, and frequent rest periods. For more information, call Dr. Catherine Nelson, ETS, (609) 734-5068.c

College Information

Special College Entrance Testing

Students with documented learning disabilities and dyslexia can apply for special college entrance testing. Options include untimed tests, tests on tape, or test reading by a counselor or LD tutor. Write to:

ACT Special Testing
ACT Test Administration
P.O. Box 168
Iowa City, IA 52243
(319) 337-1332

or

Scholastic Aptitude Test (SAT)
Admissions Testing Program for
Handicapped Students
CN 6603
Princeton, NJ 08541
(215) 750-8147

Peterson's Guide to Colleges With Programs for Learning Disabled Students. Available at bookstores or by contacting: Peterson's Guides, Dept. 5626, PO Box 2123, Princeton, NJ 08540.

Unlocking Potential College & Other Choices for LD People by Barbara Scheiber and Jeanne Talpers, Adler & Adler Publishers, Bethesda, MD 1987.

National Center on Postsecondary Transition for Students with LD. University of CT. (203) 486-4036.

Information Centers and Organizations

Foundation For Children With Learning Disabilities (FCLD) Publications:

The FCLD Learning Disabilities Resource Guide. A state-by-state listing of schools, clinics, camps and other resources for the learning disabled. Send check or money order for $12 (covers postage & handling), made out to FCLD, to: Foundation for Children With Learning Disabilities, 99 Park Avenue, New York, NY 10016.

Their World, annual magazine telling real life stories about the ways families cope with learning disabled children and adults. Send check or money order for $5 made out to FCLD to: FCLD, 99 Park Avenue, New York, NY 10016.

Bulk Rates available through United Parcel Service. Call FCLD (212) 687-7211.

Association for Children and Adults with Learning Disabilities (National ACLD), 4156 Library Road, Pittsburgh, PA 15234, (412) 341-1515.

A membership organization of professionals and parents devoted to advancing the education and well-being of children and adults with learning disabilities. Their literature inventory lists over 300 publications on learning disabilities which are purchasable through the national office. Local and state chapters also publish materials, sponsor events and are an excellent resource in your immediate area. We recommend their free booklet, *Taking the First Step to Solving Learning Problems.* Get on the mailing list for *ACLD Newsbriefs.*

LD Hotline serving New York City area (212) 687-3838.

The Orton Dyslexia Society (National)
24 York Road
Baltimore, MD 21204
(301) 296-0232
(in Maryland) 1-800-abc-d123

A professional and parent membership organization offering leadership in language programs, research and publications, all related to dyslexia. Their publication list consists of books, packets and reprints helpful in understanding dyslexia. Chapters are located in most states.

All branches hold at least one public meeting or workshop per year. You are invited to place your name on any branch mailing list to be advised of the meetings.

Write to the national Orton office for:

- *Guidelines for Seeking Help*
- *The Problem of Dyslexia*
- *What is Dyslexia?*
- *Annals of Dyslexia*
  (a periodical)

Dyslexia and Related Reading Disorders. HEW, Public Health Service National Institute of Health, Bethesda, MD 20014

General Federation of Women's Clubs (National) 1734 N. Street, N.W. Washington, D.C. 20036. (202) 347-3168.

More than thirty state chapters of Women's Clubs and Junior Women's Clubs in the U.S. have learning disabilities as a current education project. Contact your state or local Women's Club for the booklet *I Can Jump the Rainbow*.

National Information Center for Handicapped Children and Youth. P.O. Box 1492. Washington, D.C. 20013.

Youth Serving Agencies

Suggestion for parents: Major youth-serving agencies such as Boy and Girl Scouts, Boys' and Girls' Clubs, and Y's are committed to mainstreaming youth with learning disabilities into their programs. Contact local or national offices to inquire whether there is a group in your community with a volunteer leader who has received training about youth with special needs. Contact United Way for referrals to these agencies.

Special Populations—YMCA of USA
Box 1781, Longview WA 98632.
Write to Grace Reynolds, Director, for Project MAY Manuals (mainstreaming youth in recreation.) Also excellent info on Aquatics.

Scouting and the Learning Disabled—A Manual for Scouting Leaders. Published by Boy Scouts of America, Irving, Texas. Copyright 1987. Contact Direct Mail Supply Division of Boy Scouts of America.

Advocacy Groups for LD

American Bar Association
Child Advocacy & Protection Center
1800 M. Street
Washington, D.C. 20036
Howard Davidson, Executive Director
(202) 331-2250

Send for Manual for Attorneys—*Representing Learning Disabled Children* by Bogin & Goodman. Written with a grant from Foundation For Children With Learning Disabilities. ($10)

National Council of Juvenile & Family Court Judges
P.O. Box 8978, Reno, Nevada 89507.
(702) 784-6012

Send for the first Bench Book on learning disabilities for juvenile and family court judges. Written with a grant from Foundation For Children With Learning Disabilities. *Juvenile & Family Court Journal: Learning Disabilities and the Juvenile Justice System*. ($6)

Public Education Association of New York City
20 West 40th Street
New York, NY 10018
(212) 354-6100

Student Advocacy, Inc.
172 South Broadway
White Plains, NY 10605
(914) 948-5600

Advocates for Children of New York, Inc.
24-16 Bridge Plaza South
Long Island City, NY
(718) 729-8866

LD Adults

Toll-Free Numbers

Center for Special Education Technology Information Exchange, 800-354-8324.

ERIC Clearinghouse On Adult Career and Continuing Education, 800-848-4815.

HEALTH Resource Center, 800-544-3284.

Job Accommodation Network, 800-526-7234.

Orton Dyslexia Society, 800-222-3123.

National Association For Children and Adults With Learning Disabilities, (412) 341-1515.

Organizations

National Network of Learning Disabled Adults (NNLDA). 800 N. 82nd Street, Suite F2, Scottsdale, AZ 85257, (602) 941-5112. Information and referral for LD adults involved with or in search of support groups and networking opportunities. Provides newsletter and bi-yearly general assembly. List of support groups for LD adults.

Disability Rights Education and Defense Fund, Inc., 2212 6th Street, Berkeley, CA 94710, (415) 644-2555. A legal resource center offering education, advocacy, research and policy analysis and local referrals to callers.

HEATH Resource Center, One Dupont Circle, NW, Suite 800, Washington, DC 20036, (202) 939-9320, (800) 544-3284. Higher Education and Adult Training for people with Handicaps is the national clearinghouse on postsecondary education for individuals with handicaps. HEATH provides free factsheets on a variety of topics and can often furnish telephone referrals over their toll free number. HEATH publications of interest to LD adults include:

Independent Living Centers—Learning Disabled Adults in Postsecondary Education

How to Choose a College: Guide for the Student with a Disability

Getting LD Students Ready for College

Financial Aid and Disabled Students

HEATH Resource Directory

Vocational Rehabilitation Services—A Student Consumer's Guide

HEATH Computer Memorandum

Software for LD Writers

Dyslexia is Complexia is a quarterly compilation of information, wittily written, each issue has an "LD Update." Free.

Learning Disabilities Consultants, P.O. Box 716 Bryn Mawr, PA 19010. Call (215) 525-8336 to subscribe to a newsletter for LD adults.

General Resource Information

The Kids On The Block, Inc.
9385 Gerwig Lane, Colombia, MD 21046
Call Toll Free: 800-368-KIDS
A troupe of disabled and non-disabled puppets including Jennifer an LD puppet.

Westchester Library System, Inc.
8 Westchester Plaza
Elmsford, NY 10523
(914) 592-8211
The Childrens Services, an FCLD grantee, has developed a national model of outreach to LD children for public libraries. Resources in Spanish and English.

U.S. Department of Education
Washington, D.C. 20202
Office of Special Education and Rehabilitation Services.

Employment

The President's Committee on the Employment of the Handicapped is the best place to begin to find answers about employment for persons with disabilities. *Supervising the LD Adult and LD, Not Just A Problem Children Outgrow* each address aspects of employment for LD adults. Both are free from the President's Committee on the Employment of the Handicapped, 1111 20th St. NW, Suite 608, Washington, DC 20036.

How to Choose a Career . . . And a Career School for the Student with a Disability, National Association of Trade and Technical Schools. A resource for all students with disabilities that describes how long it takes to learn any of the over 100 job skills taught at NATTS schools. Free from NATTS, 2251 Wisconsin Ave., NW, Washington, DC 20007, (202) 333-1021.

Independent Living

Independent Living Research Utilization Project (ILRU), P.O. Box 20095, phone (713) 797-0200. Training programs, monthly newsletter (See HEATH Resource Center—lists of centers).

A Resource Directory of Scientists and Engineers with Disabilities is available from the American Association for the Advancement of Science. Cost is $10.00 plus $3.00 for postage and handling. Make check payable to AAAS, 1333 H. St., N.W., Washington, DC 20005. (202) 326-6667.

Long Island University announces the publication of *Issues in College Learning Centers*, a collection of articles for learning center personnel. For more information contact Elaine Caputo, Special Academic Services, L.I. Univ., The Brooklyn Campus, Brooklyn, NY 11201.